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ABSTRACT

Despite the growth of non-credit programs and the increase in numbers of part-time students and part-time teachers, little research has been conducted that provides data about part-time teachers and their motivations for teaching. A two-phased study was conducted to group reasons for teaching into meaningful, empirically based categories and to use factor analysis as a tool to refine and improve a survey instrument focusing on teacher characteristics and motivations. In 1982, 294 randomly selected part-time instructors teaching at least one noncredit course in a community service or continuing education program at a Nebraska community college were surveyed about their reasons for teaching. In 1985, an expanded version of the part-time teacher questionnaire was distributed to 1,200 Nebraska community college non-credit course instructors. Study findings, based on response rates of 71% and 30% from the two surveys, included the following: (1) for the first survey, three factors accounted for 39.4% of the total variance; i.e., personal/professional growth (24.1%), professional/economic goals (8.9%), and social activity (6.4%); and (2) for the second survey, six factors accounted for 49.8% of the total variance; i.e., professional growth and influence (23.1%), economic and time goals (9.2%), personal development (5.8%), social interaction (4.2%), professional leadership (3.9%), and community service (3.6%). The findings provided support for the notion that part-time faculty can identify reasons for teaching, that they exhibit multiple motivations, and these motivations can be categorized for a better understanding of why people engage in part-time teaching. (EJV)

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Motivations of Part-time Teachers in Noncredit Programs: A Factor Analytic Approach

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Background and Objectives

Noncredit continuing education plays a considerable role in American higher education. Public and private schools alike have developed continuing education programs that range both in content and delivery format. In particular, community colleges throughout the nation provide noncredit offerings through their community service or continuing education divisions. The use of part-time teachers to conduct noncredit offerings, as well as credit classes, is widespread. Leslie (1978) points out that while community colleges employ about 28 percent of all higher education faculty, they employ about 45 percent of all part-time faculty. Gappa (1984) concurs that "the burgeoning community college sector was particularly motivated to hire part-timers" (p. 3). She also notes that the numbers of part-timers "do not diminish, and their role in higher education may very well enlarge in upcoming years" (p. 1).

The use of part-time faculty appears to be related to the increasing numbers of part-time students in colleges and universities. Documentation of growth in the number of continuing education programs and students has appeared in local, state, and national reports (Schlimgen, 1981; Nebraska Coordinating Commission on Postsecondary Education, 1981; The Condition of Education, 1980). Leslie (1978) tested the association of part-time student enrollment with eart-time faculty employment, covering the whole higher education spectrum. He found a statistically significant correlation between

the proportion of part-time students and part-time faculty (+.61, p.<01). He maintained that institutions that attract a temporary and changing student body achieve flexibility with high numbers of part-time faculty (p. 13).

Despite the growth of noncredit programs and the increase in numbers of part-time students and part-time teachers, little research has been conducted that provides data about part-time teachers and their motivations for teaching. Gappa (1984) states "No aspect of higher education has been more neglected than part-time teaching, and as a result virtually all the available statistics are out of date" (p. 2). She also notes that data from the available studies are not fully compatible or comparable. Leslie (1978) writes of difficulties with categorizing and counting "part-time" for research purposes (p. 3).

In a 1984 AERA paper, Morton and Newman presented findings based on the "Part-Time Teacher Questionnaire," an instrument developed and administered to community college noncredit instructors throughout all community college areas in a midwestern state. The survey was a beginning attempt to determine characteristics and motivations of noncredit part-time teachers. Results were analyzed by demographic characteristics, and responses to 29 Likert-type items on reasons for teaching were tabulated individually to determine the most important reasons. They were then grouped into three categories using Houle's (1961) typology of adult learners. These three categories were used to determine whether reasons for teaching differed for selected demographic variables.

The purposes of the study reported in this paper were to: (1) group the reasons for teaching into more meaningful, empirically based categories through the use of factor analysis, and (2) use factor analysis as a tool to

refine and improve the instrument through administration of a second survey in 1985 to the same population as reported in the 1984 paper.

Perspective

There was little earlier literature on motivation of part-time teachers to guide this research. However, considerable attention has been given to part-time, adult learners and their reasons for participation (Houle, 1961; Boshier, 1971, 1976; Burgess, 1971; Carp, Peterson, and Roelfs, 1974; Cross, 1979, 1981; Morstain and Smart, 1977; Johnstone and Rivera, 1965; Solomon, 1980). This literature reflects a variety of approaches used to discern who adult participants are, what they participate in, and why they participate. Particularly the factor analytic studies reported by Boshier (1971, 1976), Morstain and Smart (1977), Solomon (1980), and Goodnow (1982) were useful guides in shaping decisions and methods for this research.

While there is literature on part-time teachers, it generally focuses on issues or concerns other than motivation (ie., characteristics and number of teachers, salary, bargaining units, selection, quality, evaluation, demographic profiles). Those studies that examine motivations or reasons for teaching do so only in a limited way. Sillman (1980) summarized and referenced a number of studies conducted by colleges (particularly two-year colleges) that profile their part-timers.

One exception is a study conducted by Tuckman (1978) under the auspices of the American Association of University Professors. Gappa (1984) notes that the taxonomy developed by Tuckman is the only extant analysis of data from a large national sample that reflects the differences among part-time faculty (p. 26). Tuckman's taxonomy is based upon their labor-supply behavior and how the part-time role fits into their overall career or work objectives. He

indicates that this classification is made "in terms of their reasons for becoming part-time" (p. 307). The seven mutually exclusive categories that he distinguished are:

Hopeful Full-Timers (those wishing to become full-time)

Full-Mooners (those already with a full-time job)

Homeworkers (those with responsibilities in the home)

Part-Mooners (those with another part-time job)

Semi-retired (usually ex-full-time academics)

Students (enrolled in studies themselves)

Part-Unknowners (all others)

Tuckman's taxonomy has become a point of reference for those interested in part-time teachers. One statewide survey conducted through community colleges, public universities, and private colleges and universities in Ohio (Yang and Zak, 1981) thus used Tuckman's work as a means of comparison. This study identified the most important reasons for part-time teaching by asking survey respondents to rank order their responses to several items. Half of the respondents identified "teaching is enjoyable and fulfilling" as the most important reason. Next in importance were financial need and the need to keep abreast of fields of study (pp. 26 and 27).

In reviewing data from the National Science Foundation, the American Association of Community and Junior Colleges, the National Center for Educational Statistics, and other sources, Leslie (1978) concluded that part-time teachers are primarily persons with intrinsic or economic motivations who voluntarily work part-time. He also concluded that "there is little direct evidence to suggest that the part-time labor force in academia represents fallout from an overcrowded market, nor...that part-timers...

represent a quasi-unemployed mass of homeless, exploited, but aspiring academicians" (p. 14).

Leslie, Kellams, and Gunne (1982), as part of a larger Exxon/University of Virginia study, interviewed 104 part-timers from 14 different colleges. They initially categorized them using the taxonomy developed by Tuckman. However, the study went beyond the career goal or labor-supply basis of the Tuckman taxonomy and attempted to examine their motivations for teaching. Their study uncovered, more specifically and comprehensively than others, what motivates part-time teachers in higher education. In their interviews they discovered four clusters of motivations. Given in order of the most frequent and important reasons given, they are (pp. 41-45):

Intrinsic Motivations- To seek some sort of personal satisfaction: enjoyment; fulfillment; sense of accomplishment; opportunity to be heard; to make a contribution to human development; escape a more routine or less stimulating environment; prestige/status that is attached.

Professional Motivations- Generally dedicated to their primary profession; viewed the school and their vocation as forming a partnership with mutual benefits: bringing current field practice into classroom; keeping up with theoretical developments; civic duty; corporate support for community; identifying possible job candidates; natural extension of their profession.

Careerist Motivations- Looking for full-time work in teaching profession, but settling for less at the moment.

Economic Motivations- Since pay is usually modest, this motive was least salient, but teaching for the money is one of the reasons teachers continue part-time.

The authors indicate some relationships between demographic

characteristics (such as full-time employment in a low-paying occupation) and the primary motivation. However, they state that, "The interests and motives for any given part-timer were usually multiple and complex ones. Most part-timers work for a combination of intrinsic, professional, careerist, and economic reasons" (p. 46).

While Leslie, Kellams, and Gunne approach the reasons for part-time teaching in a more in-depth way than other literature reviewed, the methods they used to discern the four clusters of motivation are not disclosed.

It is at this point that an even more in-depth and empirical approach to part-timer motivations might be useful. The factor analytic approach reported herein represents an attempt to further discern part-timer motivations, albeit with a population limited to noncredit part-timers. If the approach proves useful, it can possibly be applied to a broader population of part-timers.

Methodology

This study consisted of two phases, the first conducted in 1982 and the second in 1985. The population for both surveys consisted of part-time teachers of noncredit classes at all community college areas in Nebraska. A description of sample, instrumentation, and procedures follows for each phase.

Phase I

Sample. The sample for the 1982 study consisted of 294 randomly selected part-time instructors. All instructors were currently teaching at least one noncredit course in a community service or continuing education program. The sample was drawn from comprehensive lists provided by the community college areas. A usable response rate of 71 percent (N=208) was obtained.

Instrumentation. A "Part-time Teacher Questionnaire" was designed and tested for use in the 1982 study. The content domain was established through

review of the literature and analysis of an open-ended survey completed by teachers and administrators. The survey was content validated by a panel of continuing educators active in the noncredit arena. This instrument was then pilot tested with a random sample of part-time teachers from the community college population.

The survey consisted of three parts, the first of which were demographic and satisfaction items. Twenty-nine Likert-type items, stating reasons for teaching, made up the second part. The third part included items on barriers to part-time teaching.

Procedures. In the 1982 survey, each teacher in the sample was mailed a questionnaire accompanied by a cover letter. A follow-up reminder was used to increase response rate, which was 78 percent, with 71 percent usable.

Factor analysis was used to explore motivational groupings of the reasons for teaching, and as a method of item analysis, to identify items which did not contribute to the categorization process. Principal axis extraction and oblique rotation were used in the analysis.

Phase II

Sample. The sample for the 1985 survey was again randomly selected from a list of part-time teachers in noncredit programs from all community colleges in Nebraska. A response rate of about 60 percent was obtained from the 1,200 teachers surveyed, with 357 usable responses received.

Instrumentation. The 1985 version of the "Part-time Teacher Questionnaire" included a brief demographic section and 39 Likert-type reasons for teaching. This list was refined and expanded from the original instrument.

Procedures. As in the previous survey, each teacher was mailed a

questionnaire and cover letter. A post card follow-up was used, which increased the response rate slightly.

Factor analysis was again used to reduce reasons for teaching into major motivational categories. Principal axis extraction and oblique rotation were used in this analysis also.

Results

Phase I

Based on eigenvalues and a scree test, a three-factor solution was determined to be the most interpretable (see Table 1). A loading cut-off of .40 was used in determining which items were included for each factor. Four items did not load on any factor. The three factors were labeled:

Personal/Professional Growth

Professional/Economic Goals

Social Activity

The Personal/Professional Growth factor accounted for 24.1 percent of the variance; the Professional/Economic Goals for 8.9 percent; and Social Activity for 6.4 percent. The three factors accounted for 39.4 percent of total variance.

Cronbach's alpha was calculated as a measure of reliability. Alpha levels for Personal/Professional Growth, Professional/Economic Goals, and Social Activity were .8732, .6179, and .7398, respectively.

Phase II

In examining the 1985 data (with the expanded item pool of reasons for teaching), a six-factor solution seemed the most interpretable (see Table 2), based on eigenvalues and a scree test. Three items did not load on any

factor, using the .40 cut-off. The factors suggested from this analysis were labeled:

Professional Growth & Influence

Economic & Time Goals

Personal Development

Social Interaction

Professional Leadership

Community Service

The Professional Growth and Influence factor accounted for 23.1 percent of the variance; Economic and Time Goals for 9.2 percent; Personal Development for 5.8 percent; Social Interaction for 4.2 percent; Professional Leadership for 3.9 percent; Professional Leadership for 3.9 percent; and Community Service for 3.6 percent. The six factors accounted for 49.8 percent of variance.

Alpha levels for the six factors were:

Professional Growth and Influence	.8518
Economic and Time Goals	.7457
Personal Development	.8533
Social Interaction	.7232
Professional Leadership	.8456
Community Service	.6001

Discussion

The purposes for conducting this two-phased study were: (1) to group reasons for teaching into meaningful, empirically based categories through the use of factor analysis, and (2) use factor analysis as a tool to refine and improve the instrument.

In relation to the first purpose, the elements of personal and professional growth, social activity, and professional economic goals which seem to appear in the 1982 survey emerge as fairly clear factors in the 1985 analysis, with the added dimensions of leadership and community service. While these findings through factor analysis are not a replication of Leslie, Kellams, and Gunne's (1982) categories of intrinsic, professional, careerist, and economic motivations, the resemblance in motivational groupings is striking. However, the findings of this study seem to expand on the motivations discussed by Leslie, Kellams, and Gunne as well as group them into more discrete categories. While this may be a result of difference in the research methodology used in the two studies, it may suggest the content domain should include the more comprehensive elements of this study.

The findings of this study provide support for the notion that part-time teachers can identify reasons for teaching, that these individuals exhibit multiple motivations, and that the motivations can be categorized (in an empirically based way) for a better understanding of why people engage in part-time teaching.

This study varies from the Tuckman (1978) and related research in that it attempts to group motivations, whereas the Tuckman study grouped people based on their labor-supply behavior and how the part-time role fit into their career or work objectives.

In relation to the second purpose, the factor analysis provided a useful means of item analysis. As well, the six-factor solution for Phase II provided "cleaner" factors than did the three-factor solution for Phase I, and accounted for a larger percentage of total variance. Although there was some overlap of items in the six factors, this reflects the "real world"

correlation among factors and the choice of oblique rotation for the analysis.

Limitations

Probably the major limitation of this study is the narrowness of the population which was sampled. By restricting the survey to part-time teachers of noncredit classes in community colleges, a variety of other types of institutions were not represented, not to mention the credit arena. This makes generalization of these results very difficult. However, the stated purposes of the study were accomplished in spite of this limitation.

The timing of the mailing for Phase II might also have been a limitation. The survey was sent in June, which may not have been a good time to reach part-time teachers, hence it possibly decreased the response rate.

Implications

This study explored an area in education in which little empirical research has been done. Using the statistical tool factor analysis, motivation of part-time teachers were categorized and interpretations made about how they might be labeled. While these findings do not provide conclusive evidence that such motivations exist, they give strong support to the notion that part-time teachers have multiple motivations which can be measured and grouped in ways that exhibit face validity.

Future research probably should include further refinement of the "Part-time Teacher Questionnaire," through additional item analysis. The motivations of noncredit part-time teachers in a variety of institutions should be studied, possibly contrasting these results by institutional type or sub-populations of part-timers. The issue of credit vs. noncredit is another

important area which should not be overlooked.

The entire area of motivations of part-time teachers is one rich with unanswered questions for researchers. The questions and the answers could be valuable to practitioners in continuing education in a time of tightening educational budgets, more intense competition for students, an increased interest in continuing education, and growing sophistication in the field. A better understanding of why people teach part-time has the potential of improving the linkages and relationships which make education available to many adults.

TABLE 1 PHASE I 1982 SURVEY

FACTOR 1 - PERSONAL/PROFESSIONAL GROWTH	LOADING
IT IS A PERSONAL PLEASURE	0.605
GIVES A SENSE OF ACCOMPLISHMENT	0.609
IT BENEFITS ME AS A PERSON	0.585
INTERACT W/PEOPLE W/SIMILAR INTS	0.442
GET ACQUAINTED W/NEW PEOPLE	0.400
SERVE AS RESOURCE FOR COMMUNITY	0.608
CHALLENGE & STIMULATION OF TEACH	0.675
DEMAND TO STAY CURRENT IN FIELD	0.570
WANT TO HELP OTHERS	0.608
INT IN SUBJECT MATTER/ADVOCATE	0.632
SHARE IDEAS, KNOWLEDGE, SKILLS	0.505
NEED FOR CONT ED IN MY FIELD	0.599
COMMIT TO NOTION ED NEVER STOPS	0.737
LEARN BY TEACHING	0.612
WIDER VARIETY OF EXPERIENCES	0.464
FACTOR 2 - PROFESSIONAL/ECONOMIC GOALS	
BENEFICIAL BUS/WORK CONTACTS	0.409
HELP OBTAIN FUTURE JOB	0.500
ALLOWS CERTAIN TAX DEDUCTIONS	0.580
MAJOR PART OF FAMILY INCOME	0.597
UNABLE TO FIND FULL-TIME WORK	0.404
FACTOR 3 - SOCIAL ACTIVITY	
GIVES A SENSE OF ACCOMPLISHMENT	0.412
IT BENEFITS ME AS A PERSON	0.414
INTERACT W/PEOPLE W/SIMILAR INTS	0.423
GET ACQUAINTED W/NEW PEOPLE	0.672
FLEXIBLE, CREATIVE, RELAXED ATMO	0.434
LIKE PART-TIME WORK	0.490
GET OUT OF THE HOUSE	0.572
GOOD USE OF LEISURE TIME	0.577

TABLE 2 PHASE II 1985 SURVEY

FACTOR ONE - PROFESSIONAL GROWTH AND INFLUENCE	LOADING
WIDER VARIETY OF EXPERIENCES	0.509
CHALLENGE AND STIMULATION	0.450
STAY CURRENT IN MY FIELD	0.415
WANT TO HELP OTHERS	0.431
STIMULATES NEW INVESTIGATION	0.700
BETTER UNDERSTAND MYSELF	0.709
LIKE PLANNING AND DECISION MAKING	0.505
NEED FOR CONT ED IN MY FIELD	0.506
COMMITMENT TO LEARNING NEVER STOP	0.617
INFLUENCE ON HOW PEOPLE LEARN AND GROW	0.498
I LEARN BY TEACHING	0.590

FACTOR TWO - ECONOMIC & TIME GOALS	LOADING
LIKE PART-TIME BASIS	0.484
LITTLE PRESSURE REGARDING GRADES	0.395
OBTAIN FUTURE JOB	0.482
PROVIDES EXTRA INCOME	0.582
SHORT-TERM COMMITMENT	0.630
TAX DEDUCTIONS	0.536
UNABLE TO FIND FULL-TIME JOB	0.397
GOOD USE OF LEISURE TIME	0.460
TO GET OUT OF THE HOUSE	0.536

FACTOR THREE - PERSONAL DEVELOPMENT	LOADING
PERSONAL PLEASURE	0.799
SENSE OF ACCOMPLISHMENT	0.787
ENJOY WORK WITH PEOPLE	0.748
BENEFITS ME AS PERSON	0.647
SHARE IDEAS	0.489
ENJOY ROLE OF TEACHER	0.622
INTERACT PEOPLE SIMILAR INTERESTS	0.478
CHALLENGE AND STIMULATION	0.484
I LEARN BY TEACHING	0.457

FACTOR FOUR - SOCIAL INTERACTION	LOADING
FLEXIBLE ATMOSPHERE	0.465
LITTLE PRESSURE REGARDING GRADES	0.406
CAMARADERIE AND FRIENDSHIP IN CLASS	0.617
MEET WIDE SPECTRUM OF PEOPLE	0.728
GOOD USE OF LEISURE TIME	0.396
GET ACQUAINTED WITH NEW PEOPLE	0.576

FACTOR FIVE - PROFESSIONAL LEADERSHIP	LOADING
ENJOY ROLE OF TEACHER	0.593
WIDER VARIETY OF EXPERIENCES	0.499
ENJOY RECOGNITION AS EXPERT	0.720
CHALLENGE AND STIMULATION	0.542
STAY CURRENT IN MY FIELD	0.395
BENEFICIAL BUSINESS-WORK CONTACTS	0.485
OBTAIN FUTURE JOB	0.435
LIKE BEING INVOLVED IN LEADERSHIP	0.750
BETTER UNDERSTAND MYSELF	0.489
LIKE PLANNING AND DECISION MAKING	0.565
INFLUENCE ON HOW PEOPLE LEARN AND GROW	0.425

FACTOR SIX - COMMUNITY SERVICE	LOADING
SHARE IDEAS	0.490
RESOURCE FOR COMMUNITY	0.657
UTILIZE EXPERIENCE AND TRAINING	0.396
WANT TO HELP OTHERS	0.519

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